

## **DDDS GAC Residential Services Work Group**

June 11, 2015

**Members Present:** Eddi Ashby, Tim Brooks, Kathie Cherry, Jamie Doane, Lisa Green, Kyle Hodges, Pat Jordan, Bill Monaghan, Terry Olson, Kimberly Reinagel-Nietubicz, Victor Schaffner, Melida South, Laura Waterland, and Libby Cusack

**Non-Members Present:** Micki Edelson, Lisa Elias, Carol Kenton, Pat Maichle, Daniese McMullen-Powell, Barbara Monaghan, Chris Schilling, and Jamie Wolf.

**Female Speaker:** It's already going.

**Female Speaker:** Okay go ahead.

**Male Speaker:** My name is Bill Monaghan, cochair of this council, with Delaware people first.

**Female Speaker:** Eddy Ashby, DDDS.

**Female Speaker:** I'm Jaime ? Governor's Advisory Council.

**Female Speaker:** Libby Cusack, Family's Speaking up.

**Female Speaker:** Melinda south, ?

**Female Speaker:** Lisa Green, Salvation Army.

**Female Speaker:** Kathy Cherry, Governor's Advisory Council for exceptional citizens.

**Male Speaker:** Terry Olsen, Arch of Delaware.

**Female Speaker:** Laura ? Disability --

**Male Speaker:** Kyle Hodges, State Council for Person's with Disabilities.

**Male Speaker:** Tim Brooks, Governors Advisory Council.

**Female Speaker:** I'm Jaime Wolf, I'm helping her out for the day.

**Female Speaker:** --

**Female Speaker:** I'm -- with the Developmental Disability Council.

**Female Speaker:** Chris ? with Jaime Wolf.

**Female Speaker:** Lisa ? family member

**Female Speaker:** Karen ? Parent.

**Female Speaker:** -- parent.

**Female Speaker:** Gail Monoaghan, Delaware's People First and Self-advocate.

**Female Speaker:** And on the speaker, Victor.

**Male Speaker:** This is Victor Shafner, The Center for Disability Studies.

**Female Speaker:** Kimberly --

(Inaudible)

**Male Speaker:** I want to say -- it's next to impossible to hear others so if people can speak up that would be great.

**Female Speaker:** There's a speaker down there and here if you need something repeated Victor, just speak up.

**Male Speaker:** We are going to review the meeting ground rules, meets are being recorded so announce your name when you speak and speak up, one person talks at a time, respect when others are speaking. Limit phone calls during meetings, meetings will start and end on time, stay on agenda, do homework prior to the meetings, reviewing documents et cetera, and guest may participate in the meetings and other committee -- only committee members may vote.

**Female Speaker:** Next on the agenda is the transcript from next week, anybody have any comments, objections? One of somebody who attended the meeting last week submitted some corrections to me for the transcript, basically collecting words like Olmsted, and some of the names and what I would like to do is instead of reading through this to give this to Eddy, maybe he can I don't think there's any content, just a lot

of if you read through transcript, there were a lot of words that were not quite right.

And I might need to send that to you --

**Female Speaker:** I was going to say --

**Female Speaker:** All right if no other comments, well move onto the what is still a draft of our assessment and before we go through a full document, if we can focus on public items I have noted here, last week on page one under guidance, we discussed a little bit about this and Victor provided some of this verbiage. It's on the bottom of page one in bold. So if anybody has any comments or suggestions on that.

**Female Speaker:** I just had a question, are they required or recommended I guess that's -- it's odd because not all of the questions were yes and no answers so you have to know what you are asking, but is there, is a that going to be sufficient that to let people to know to explain their answers. Or is it -- the expectation to explain --  
(Inaudible)

**Female Speaker:** I think it needs to be clear for the provide --

**Female Speaker:** Yeah it's not clear there, definitely.

**Female Speaker:** I don't think we should have an explanation.

**Female Speaker:** How do you phrase it so you know what you are supposed to --

**Female Speaker:** Well, this is Jaime, I take it many opportunities so that doesn't mean all to me, so I don't have a problem with it.

**Female Speaker:** Maybe opportunity is too nice a word.

**Female Speaker:** And I understand yeah, but I don't get the impression that I have to provide an explanation for every answer because of many maybe another word for opportunity.

**Female Speaker:** I kind of had the assessment also offers providers the option to

explaining the answer, I didn't think that was a requirement.

**Male Speaker:** This is Terry Olsen, I was wondering if it makes sense perhaps to consider asterisking or building -- explanations might be either invited or required.

**Male Speaker:** This is bill I suggest that you leave the two paragraphs alone.

**Female Speaker:** This is Laura -- it might be good to --

**Female Speaker:** This is Lisa I think we'll be here all day if we try to figure it out --

**Female Speaker:** I don't think we would be able to come up with it.

**Male Speaker:** This is Tim what we just added it, explain if appropriate, and let people use their own judgment --

**Male Speaker:** You probably still need to explain that clear up front though too. This is Kyle.

**Male Speaker:** This is Terry, perhaps we can have them address it since we don't have time.

**Female Speaker:** By address, you mean they would be the ones, this is Jaime.

**Male Speaker:** To decide what they want --

**Female Speaker:** The explanations, that makes sense to me.

**Male Speaker:** This is Kyle --

**Male Speaker:** This is Victor, it's phrased this way so that the providers are meaning to offer explanations as farinas the look behind it's going to be in their interest whenever possible support those explanation and if they do so readily, and if it's detailed, it's almost -- the look behind and if that information is not going to be there the evidence is not going to be there to --

(Inaudible)

**Male Speaker:** Then it would most likely raise questions on people doing the look

behind.

**Male Speaker:** This is Terry, I think the ambiguity is beginning to create more problems for the look behind and providers, I suggest the more clarity the DDDS can obtain going through that process of identifying which ones they wish to have explanations for, I think they would be.

**Female Speaker:** A must have.

**Male Speaker:** Yeah.

**Female Speaker:** This is Libby, the other question I have, the support for the explanation, I wasn't sure if that meant they had to include the written policies or just note the name of the policy.

**Female Speaker:** This is Lisa, keep in mind we don't have a policy for many things that are occurring, there is no policy -- we can show that --  
(Inaudible)

**Female Speaker:** Many of these questions don't have policies, some do, but --

**Male Speaker:** This is Terry, I think that's an issue that DDDS should be thinking about and including in whatever additions they may choose to add to the instructions otherwise it's again, going to increase their responsibilities in following up and the more ambiguous, the -- the more difficult it's going to be.

**Male Speaker:** I agree with Terry, I believe that's what DDDS said at the very beginning with the meeting with G A C, that they would set up how the answers are given on various assessments --

**Female Speaker:** This is Libby, can we agree with the first sentence and then, maybe provide explanation or explain if appropriate and just ask DDDS to clarify the rest.

**Female Speaker:** Yeah.

**Male Speaker:** Yeah.

**Female Speaker:** Victor are you okay with that?

**Male Speaker:** I'm afraid I can't hear everything you are saying Libby.

**Female Speaker:** I suggested that we leave the first sentence as is, and the second sentence will be explained as appropriate and ask DDDS to provide clarity on the instruction and what kind of documentation they are looking for --

(Inaudible)

**Male Speaker:** I prefer what we have here if the group is going into another direction then -- that's what we'll do.

(Laughing)

**Male Speaker:** This is Kyle, are we asking if this be deleted or ask to clarify.

(Person Coughing)

**Male Speaker:** Everything is going to be subject to their revision.

**Female Speaker:** Exactly.

**Female Speaker:** Okay so I will leave it in there and say suggested --

**Male Speaker:** Does that make sense Eddy.

**Female Speaker:** Yeah. I mean DDDS should.

**Female Speaker:** This is Eddy, when they do the review that they will reword it if needed.

**Male Speaker:** DDDS is going to word every single question the way they want to word them, I thought it's our responsibility to give those suggestions on how we wish things to be worded and they will do what they wish with it.

**Female Speaker:** I think Lisa is saying she doesn't agree with the wording.

**Male Speaker:** -- strengthen the position with the provider or that provider is going to

be able to offer when it's available whenever possible, before the evaluation do document and self-training and different policies --

**Female Speaker:** This is Libby, we can either vote on this or add a comment that says some committee members suggest the following wording, and we'll exclude that wording, some committee members suggest this wording agree with that.

**Male Speaker:** That makes sense.

**Female Speaker:** Okay fine.

**Female Speaker:** Moving onto page eight, we are going to go back.

**Female Speaker:** Page two.

**Female Speaker:** We are going to go back.

**Female Speaker:** I'm sorry.

**Female Speaker:** Page 86, seven, eight -- and then well get back to page one.

**Female Speaker:** Okay I'm sorry.

**Male Speaker:** This is Kyle are you asking, I know we talked about this, are we asking that I recommending if this should be in there or not.

**Female Speaker:** Or if there's any rewording, we talked bad these three and we didn't agree on wording so I included some.

**Male Speaker:** This is Terry, are we going to go through this individually.

**Female Speaker:** Number six are all individuals aware -- new direct support staff.

**Male Speaker:** This is Terry, I would like to suggest -- since again many individuals are not going to be able to express awareness.

**Male Speaker:** This is bill, I say leave the question alone. As S.

**Female Speaker:** Can you tell me what.

**Male Speaker:** Representatives -- I guess you can see for most of these -- so it's just

again, my recognition that a lot of individuals are not going to be able to give indication of awareness.

**Male Speaker:** This is Victor, I agree where you are going -- I think if we are going to start -- do all individuals or --

(Inaudible)

**Male Speaker:** I understand.

**Male Speaker:** I think we are going to be doing that with so many questions.

**Male Speaker:** Okay.

**Female Speaker:** This is Jaime, could that be part of our issue in the very beginning and -- and people who cannot these questions relate to that their guardians, because every question should if they can answer for themselves so that should be a caveat that will start, we recognize that right away.

**Female Speaker:** This is Libby, I agree page one under guidance, the first paragraph, second sentence, this self-assessment -- individuals --

(Inaudible)

**Female Speaker:** I don't know if there's something we can tack onto that regarding guardians.

**Male Speaker:** And or persons to designate --

**Female Speaker:** I don't think it's necessary. If they have -- they will express their opinions, they will, if they can't they won't, I don't think it needs to be stated it complicated.

**Male Speaker:** This is Kyle, I agree with Laura you are, it does complicate the process. It goes against the intent of the whole why we are doing this.

**Female Speaker:** And.

**Male Speaker:** This is bill --

**Female Speaker:** This is Melinda south mostly word documents.

(Talking at the same time)

**Female Speaker:** As a parent and guardian, I would assume I would be notified -- I mean, a staff person -- they know they have to ask the legal guardian, that has to be included.

**Female Speaker:** That is possible, because they have a legal appointed guardian, doesn't mean they don't have an opinion and can't express that.

**Female Speaker:** Sure.

(Talking at the same time)

**Male Speaker:** This is Tim, the assessment is for the individuals. I always read this as a dad and I think okay if I don't like the direct support staff I'm going to say something, nobody is going to stop me, that's not what we are assessing, we are assessing the individual in the residential environment.

**Male Speaker:** This is Kyle, I would leave the question as it is.

**Female Speaker:** This is lib lee, I mean everybody has an preponderance, my daughter is she aware of -- she doesn't, she's not aware of anything --

(Talking at the same time)

**Female Speaker:** Excuse me guys, sorry. I think somewhere in here we need to address the guardianship.

**Female Speaker:** Trying to explain asked me a question and here is the answer to those questions so I apologize -- but we talked about this.

**Female Speaker:** This is Jaime, would N/A be appropriate and help with your issue and then explain that so and so -- they don't have cognitive ability or --

**Female Speaker:** That would be the answer for every one of these for my daughter. So if we addressed it up front about guardianship, where a person is designated.

**Male Speaker:** This is Kyle are any other states doing anything with that? I don't recall. I mean, I know in the questions themselves they are not.

**Female Speaker:** --

(Inaudible)

**Female Speaker:** I think we have guardianship or something to that effect.

**Female Speaker:** We have to be consistent.

**Male Speaker:** This is Terry, I suggest that -- I wanted to suggestion that we perhaps suggest DDDS address that issue. We can spend all meeting on this.

**Male Speaker:** Yeah.

**Male Speaker:** This is Kyle so we would leave the question as currently written or at least that one, it goes to a lot of different things and make a note that the guardianship issue was brought up.

(Person Coughing)

**Male Speaker:** I agree, I think it's appropriate to have DDDS to address the issue but I think it's beneficial for us to -- put address the issue the individual or a guardian probably would have application to certainly a majority of the questions.

**Male Speaker:** This is bill, the guardian may like the staff but the person may not. That's important to either the person who is living in the home.

**Male Speaker:** This is Terry I agree with bill, the other point, a lot of persons who may not be able to express themselves may not have legal guardianship, so I suggest there is an awareness that alternatives may need to be discussed.

**Female Speaker:** So this is Libby, I believe we are leaving as is and making a note for

DDDS to consider guardianship possibly under the initial guidance if they deem it appropriate.

**Male Speaker:** Yes.

**Female Speaker:** Yes.

**Male Speaker:** Yes.

**Female Speaker:** All right.

**Female Speaker:** --

(Inaudible)

**Female Speaker:** I agree.

**Male Speaker:** I'm sorry I didn't hear you.

**Female Speaker:** It's redundant.

**Male Speaker:** This is Tim I wasn't here last week, I will just get rid of seven completely.

**Female Speaker:** I agree.

**Male Speaker:** This is Terry, we might want to make reference to providing are all individuals provided with the opportunity to meet and provide input and feedback on due direct support and staff something along those lines.

**Male Speaker:** This is Kyle, I think it's pretty well stated isn't it.

**Female Speaker:** I think the word being selecting -- in a nutshell.

**Male Speaker:** Included can be meeting a person or the person done the primary interview, there's a range of options.

**Female Speaker:** So Terry you are revising number eight.

**Male Speaker:** It's a suggestion.

**Female Speaker:** Read that again please.

**Male Speaker:** Are all individuals provided with the opportunity to meet and provide input and feedback on the hiring of any new staff.

**Male Speaker:** So this is Victor, I also thought -- eight could be worded better, I had are all individuals require new direct support staff included in the process of collecting new support staff.

**Male Speaker:** This is bill, if they put it new person in, people and people don't like them, then they should have the say in the matter on whether to keep them or not.

**Female Speaker:** Victor can you read that again please.

**Male Speaker:** So number eight, are all individuals who require new direct support staff included in the process of selecting new support staff.

**Male Speaker:** It still has that same ambiguity.

**Male Speaker:** Provide opportunities to meet and provide feedback, input and feedback, I think feedback would be fine. On the hiring of any new staff.

**Male Speaker:** I'm fine with that.

**Male Speaker:** Are all individuals provided with the opportunity to meet and provide input on the hiring of any new staff? Input is probably better than feedback.

**Female Speaker:** Okay are all individuals provided with the opportunity to meet and provide input in the hiring of any new staff?

**Male Speaker:** This is bill I don't think you should change the question, guys not at this point of the between, let DDDS change it.

**Female Speaker:** Okay so can we talk about seven for a minute. Can we vote on seven to be deleted? Is anybody apposed to deleting number seven?

**Female Speaker:** No.

**Male Speaker:** I am, I think you should leave it in.

**Female Speaker:** Let's take a vote if you want to delete number seven raise your hand.

**Female Speaker:** Ten to delete. And if you want to keep number seven please raise your hand. Okay so we are going to delete number seven. Number eight, we have two suggestions right now, leave as Victor suggested are all individuals who require new -- selecting new support staff and the second revision of that is are all individuals provided with the opportunity to meet and provide input in the hiring of any new staff.

**Male Speaker:** This is Tim, I would support the second option.

**Male Speaker:** And my suggestion --

**Female Speaker:** Victor and Kimberly, did you want to vote on number seven.

**Male Speaker:** It's fine -- thank you.

**Female Speaker:** I agree with vector, I support with what you decided.

**Female Speaker:** Initial eight we are going to take a vote, if you would like to vote on the first option are all individuals -- including in the process of selecting a new support staff raise your hand. No hands are being raised, Victor and Kimberly -- their hands are not --

(Laughing)

**Female Speaker:** The second option are all individuals provided with opportunities to meet and provide input on any new staff if you would like to keep that one please raise your hand, nine, Victor and Kimberly do you want to vote on one of those two options --

**Male Speaker:** I'm okay with --

**Female Speaker:** This is Eddy, I think bill want the to say something --

**Male Speaker:** Then the other option should be voted on also, if they put a new person in and people don't like them, they should have the say in the matter.

**Female Speaker:** I'm sorry what is the question.

**Male Speaker:** Just leave it alone as is.

**Female Speaker:** The third option if you would like to leave it alone as is raise your hand --

**Female Speaker:** One person. So based on that vote we are going to go with the question that Terry suggested for number ate. So to summarize for six, seven, eight, number six leaving as it, number seven deleted, number eight is modified.

**Female Speaker:** This is from last week, I thought we can if people look through document and have suggestions for combining or deleting or modifying any of these --

**Female Speaker:** --

(Inaudible)

**Female Speaker:** Good -- okay.

**Female Speaker:** I have the same thing.

(Laughing)

(Talking at the same time)

**Female Speaker:** I e-mailed it out Victor.

**Male Speaker:** Libby --

(Inaudible)

**Female Speaker:** Yes. Does anybody have a copy? All right. Laura just bring these up as we go through. So people might have suggestions as well. All right 6789.

(Talking at the same time)

(Laughing) -- --

**Female Speaker:** All right so hopefully everybody had a chance to read through these and you have your suggestions ready to go. Page one. Please speak up if you have

any questions for changes deletes modifications.

**Female Speaker:** I thought we could combine one and five this is Melinda south.

**Female Speaker:** We are on page --

**Female Speaker:** Three --

**Female Speaker:** Do you want to go over this again.

**Female Speaker:** We went over the last paragraph, I'm hoping that --

**Female Speaker:** I'm sorry.

**Female Speaker:** Page two.

**Female Speaker:** All right page two.

**Female Speaker:** Page two I'm talking about.

**Female Speaker:** Time out. We are going to go page by page incase somebody has something to say about one of the pages, okay.

**Female Speaker:** Page two Jaime me, I don't know I keep hearing it, under type of residential -- setting, not that this includes both I heard you all talk about it, that needs to be part.

**Male Speaker:** Shared living --

**Female Speaker:** So that's I kept hearing you say it and what about temporary placement.

**Male Speaker:** Referred to E T L A I don't know if that's still used.

**Female Speaker:** Emergency temporary living is different.

**Female Speaker:** No.

**Female Speaker:** She's saying it's different from these other ones.

**Female Speaker:** Yes.

**Male Speaker:** So this is Kyle, do you think it needs to be included.

**Female Speaker:** Shouldn't it be --

**Male Speaker:** This is Terry, it's not really a type of debilitation setting --

(Talking at the same time)

(Inaudible)

**Male Speaker:** Probably don't need it.

**Female Speaker:** Okay.

**Female Speaker:** Shared living arrangements, the providers understand what that means --

**Female Speaker:** Thank you.

(Inaudible)

**Male Speaker:** Which question are you addressing.

**Female Speaker:** Page two type of residential -- we are leaves those as is.

**Male Speaker:** I'm sorry I couldn't hear you.

**Male Speaker:** Victor this is Kyle, we haven't addressed the questions yet, we are about to start, we just did that issue on page two.

**Male Speaker:** Thank you.

**Female Speaker:** Technically when you move papers around those things, it puts it on mute hear, so people on the other end cannot hear, if people are chuffing papers around the makes, they cannot hear you.

**Female Speaker:** So anything on page three, modifications, any other suggestions.

**Female Speaker:** This is Melinda south, I thought we could easily combine one and five into the same question. Using five.

**Female Speaker:** This is Lisa I agree.

**Male Speaker:** This is Tim I don't think you need one at all if you have five in here,

you don't need one if you have five.

**Female Speaker:** So I'm hearing to delete number one? And keep number five as is.

**Male Speaker:** Hello -- internet access it's not included --

**Male Speaker:** This is Kyle just put the internet access as one of the -- blah blah  
blah -- and include it -- does that work.

**Male Speaker:** Yes.

**Male Speaker:** Instead or, I would suggest and/or.

**Female Speaker:** Which one.

**Male Speaker:** So are all individuals able to have private cellphone, internet access  
and he is and/or other --

**Female Speaker:** --

(Inaudible) do they have because

**Female Speaker:** --

**Male Speaker:** Again this is Terry, there's going to be some people that have no  
interest in a cellphone.

**Female Speaker:** Then they can say they don't want it, but I think we want the setting  
to facilitate access to the services.

**Female Speaker:** Can we say.

**Female Speaker:** Do they have access.

**Female Speaker:** Do all individuals have access.

**Female Speaker:** These following things if they so desire.

**Female Speaker:** Do all individuals have access?

**Male Speaker:** Two A.

**Female Speaker:** Okay so do all individuals have access to a private cellphone,

computer, personal communication device, internet access, telephone, and/or other technology device to use for personal communication.

**Male Speaker:** Excellent.

**Male Speaker:** Very good.

**Female Speaker:** And that's number one --

**Male Speaker:** Five.

(Talking at the same time)

**Female Speaker:** So we are deleting number one. And changing number five to do all individuals have access to a private cellphone, computer, personal communication device, internet access to use for --

(Inaudible)

**Female Speaker:** Any other changes or suggesting modifications for page they.

**Female Speaker:** Six and seven, eight and nine, instead of asking do all individuals -- private space and say i.e. bedroom and bathroom.

**Male Speaker:** This is bill I think you should delete number seven and put all do all individuals have the opportunity -- to less and lock their bedroom and bathroom doors.

**Female Speaker:** Bill what was yours. Do all individuals have the opportunity to close their bedroom and bathroom.

**Male Speaker:** Doors.

**Female Speaker:** And I said private space.

**Male Speaker:** This is Terry, it's possible that someone can have private space beyond those.

**Female Speaker:** -- close and lock their private space or bedroom and bathroom?

**Female Speaker:** Do all individual the have the opportunity to close and lock their

bedroom and bathroom door, so we are deleting number six and revising number seven.

**Male Speaker:** Yes.

**Female Speaker:** Eight and nine.

**Female Speaker:** Do all staff have the permission -- and use a key necessary documented -- combine the two questions.

**Female Speaker:** I agree.

**Female Speaker:** This is Melinda I agree. I.

**Female Speaker:** I mean, I consolidated, added an and.

**Female Speaker:** All right so do we all agree with combining eight and nine into staff -- enter the individuals private space and use a key only necessary document the in the --

**Male Speaker:** Number eight is that why they put N/A there?

**Male Speaker:** This is Kyle we are putting N/A for every one, there's no particular reason for that one, we just want to keep it consistent for every question.

**Female Speaker:** Any other changes to page three? Yes.

**Male Speaker:** Yes this is Victor, number two I suggest taking -- personal care assistance provided in private as appropriate when needed for any individual.

**Male Speaker:** Which one is that.

**Female Speaker:** You are changing when needed for any individual. So you are suggesting A two on page three. Anybody object to that, okay I'm going to make that change to number two.

**Male Speaker:** And -- number three, I would suggest are cameras -- setting only utilized in direct relation to person centered plan of care.

**Female Speaker:** Plans --

**Female Speaker:** Plan.

**Female Speaker:** Plans of care. Anything else on page three? Moving onto page four.

**Female Speaker:** I suggest we combine two, three and four.

**Female Speaker:** What question?

**Female Speaker:** Yes. Are all individuals grooming needs and individual preferences -- all clothes --

(Inaudible) is

**Male Speaker:** This is bill, could C seven page five be combined --

**Female Speaker:** That was my suggestion.

**Female Speaker:** Agreed.

**Male Speaker:** Okay.

**Female Speaker:** One step at a time, Victor and Kimberly, do you have Laura's page she sent around, she's recommending combining two, three, and four.

**Male Speaker:** Yeah.

**Female Speaker:** Is anybody appose the to that change?

**Male Speaker:** It's fine.

**Female Speaker:** Anybody apposed?

**Male Speaker:** This is Terry, forgive me, I have seen too many toenails, can we put after grooming needs including nail care.

**Male Speaker:** That's fine.

**Female Speaker:** Nail and hair.

**Male Speaker:** This is an issue.

**Male Speaker:** We can put for example.

**Male Speaker:** That's fine.

**Male Speaker:** This is bill --

**Female Speaker:** Don't put it on me -- bill brought to my attention that he was concerned about question seven because the way it reads, it sounds like the staff will decide if the person is appropriately dressed without taking any consideration into what the person actually wants to wear -- so maybe like, can the staff counsel with pictures or words or other communication, what's appropriate address for the day.

**Female Speaker:** I think she's referring to four.

**Female Speaker:** That's such an individualized questions.

**Female Speaker:** Presences kind of covers it.

**Female Speaker:** Preferences.

**Male Speaker:** I think this --

**Male Speaker:** This is Kyle, I think the way it is written by Laura -- does stress the individual it's not who makes it up it's an individual preference. Grooming needs and individual preferences.

(Person Coughing)

**Female Speaker:** That's what bill said --

**Female Speaker:** Who will decide who's appropriate is I think --

(Person Coughing)

**Female Speaker:** Is it your judgment or is it the person's judgment?

**Female Speaker:** It still mentions -- appropriate to the --

**Male Speaker:** Preferences of the individual.

(Talking at the same time)

**Male Speaker:** So this is Kyle again, so then you would at the end of that sentence put preference of the individual. Does that cover the concern?

**Female Speaker:** Yeah.

**Female Speaker:** All right so what I think I'm hearing is to combine B two, three, four to the following, are all individuals grooming needs i.e. nail and hair care and individual preferences regarding grooming dressed and are their clothes clean and appropriate to the time of day in preference of the individual.

**Male Speaker:** This is Kyle, i.e. isn't that is and e.g. is for example.

**Female Speaker:** This is Jaime me, I don't know where it is, I know it's in there, about hair style and haircut can that be included in there as well.

**Female Speaker:** I wanted to delete -- later on I suggest deleting it.

**Female Speaker:** And you feel it's covered, okay I agree, I'm just asking, because apparently that was an issue.

**Female Speaker:** I think it -- you are asking is the individual's choice being followed for haircut I don't know --

**Female Speaker:** Apparently cutting hair in the same style --

**Male Speaker:** I think that's the issue in the early part of the 20th century.

**Female Speaker:** You can leave that question --

(Talking at the same time)

**Female Speaker:** But if the individual's preferences regarding their hair, then you are getting --

(Talking at the same time)

**Female Speaker:** Okay so moving onto page four, other changes.

**Male Speaker:** This is Kyle -- people don't know what e.g. and i.e., spell out for

example.

**Female Speaker:** Got it.

(Laughing)

**Male Speaker:** Libby, I just --

(Inaudible)

**Male Speaker:** Number seven I recommend the staff address all individuals in the manner in which they would like to be addressed.

**Female Speaker:** Okay.

**Male Speaker:** And number eight, do all staff and volunteers proceed orientation training --

**Female Speaker:** I suggest combining eight and nine.

**Female Speaker:** And also six and seven and delete five that's what I'm suggesting -- I think you can get rid of five and -- I don't care about five, you can combine six and seven, do staff address individuals with respect and refrain bespeaking to individuals as if -- that kind of combines the to.

**Female Speaker:** I like that, I thought six was kind of wordy.

**Male Speaker:** It's right on the sheet.

**Female Speaker:** This is Cathy --

**Male Speaker:** And all individuals.

**Female Speaker:** Do all staff address all individuals.

**Female Speaker:** With respect -- as if they were not -- that's to combine six and seven.

**Female Speaker:** This is Jaime, that's very subjective, I mean maybe a lot of the questions are but.

**Male Speaker:** Yeah.

**Female Speaker:** Yeah.

**Female Speaker:** Does anybody oppose to that?

**Female Speaker:** No.

**Male Speaker:** No.

**Female Speaker:** And then for eight and nine including rights in that list of things so say do all staff and volunteers, rights needs and abilities and interests.

**Female Speaker:** That's combining eight and 91234.

**Female Speaker:** Yeah. Does anybody not agree with that change.

**Male Speaker:** This is bill, you should just leave both questions.

**Male Speaker:** Libby can you read what the combined questions would say.

**Female Speaker:** Do all staff and volunteers receive training on each individual's rights, needs, abilities and interests.

**Female Speaker:** We changed each to all. Do all staff and volunteers receive training --

**Male Speaker:** Orientation, implies something before they are working before an individual, I would keep it in there.

**Female Speaker:** Orientation and training.

**Male Speaker:** Yeah.

**Female Speaker:** There's another option also.

**Female Speaker:** What about ongoing training as well?

**Male Speaker:** I think that's unnecessary.

**Female Speaker:** Okay so with regards to number eight and nine let's take a vote to either leave those two as is that what you were suggesting bill.

**Male Speaker:** Yeah.

**Female Speaker:** Or modify as we just discussed with Laura's suggestion, if you would like to leave eight and nine as is raise your hand please.

(Raising hand)

**Female Speaker:** One. To combine eight and nine into do all staff and volunteers receive -- raise your hand, ten, Victor and Kimberly.

**Male Speaker:** I agree to modify.

**Female Speaker:** Okay.

**Female Speaker:** Me too.

**Female Speaker:** So we're going to modify eight and nine to the way I just read, any other changes on page four?

**Female Speaker:** This is Melinda south, I believe we should take five out. Number five.

**Female Speaker:** You're suggesting we delete number five because it's redundant and included in number one.

**Female Speaker:** Right.

**Male Speaker:** --

(Inaudible)

**Female Speaker:** We are on page four and the suggestion is to delete number five because it's included in number one.

**Male Speaker:** This is Tim I really think those are different, one deals with the issue of language, and that may indicate people who do not have English as a primary language. So I would keep them as is.

**Male Speaker:** I agree with Tim. This is Terry.

**Female Speaker:** So we can keep moving, if you would like to keep the to as is, in raise your hand.

**Male Speaker:** I had something to say before you did the vote, I suggest we combine four, five, six.

**Female Speaker:** Wow.

**Male Speaker:** This is Kyle, we did combine two, three, four, right.

**Female Speaker:** Yes.

**Male Speaker:** We combined four and seven and eight and nine can we decide on the one and the five and then go to bill's recommendation.

**Female Speaker:** It's up to bill.

**Male Speaker:** That's what I'm asking.

**Female Speaker:** Let's finish the vote and then we'll go back, so leaving number one and number five -- we had eight to leave as is. The other option is to delete number five and keep number one if you would like to vote that way raise your hand please.

**Male Speaker:** Stay stock to your feeling.

(Laughing) -- -- : okay so with this vote we are leaving number one and five as is. Bill can you explain your suggestion.

**Male Speaker:** I suggest we combine four, five, six because it makes more sense to do that.

**Female Speaker:** Why?

**Male Speaker:** Because it says do all individuals know the person to contact -- to make anonymous complaint.

**Male Speaker:** I think we are on a different page -- that's why.

**Female Speaker:** You are ahead.

**Male Speaker:** We just finished up page four.

**Female Speaker:** Okay so before we leave page four, we didn't do anything with number ten, we are all okay with that right? So now we are moving onto page five.

**Male Speaker:** Now we are on five bill.

**Male Speaker:** This is Victor, on page five, I recommend number seven tweaking it do all individuals have a choice, I'm sorry -- do also individuals have a choice with haircut, hair style and for number eight -- were restraints ever utilized in your setting.

**Female Speaker:** I'm Jaime and I think we agreed to include number seven as part of, help me somebody -- as -- and we feel we already addressed number seven therefore, on the next one it would be deleted because we already addressed that.

**Male Speaker:** I agree --

**Female Speaker:** Does anybody oppose deleting C seven on page five?

**Male Speaker:** No -- because it's the same as what.

**Female Speaker:** It's not the same as two, three, and four on four.

**Female Speaker:** Remember 20th century here.

(Laughing)

(Talking at the same time)

**Female Speaker:** I suggested deleting number three.

**Female Speaker:** We are all in agreement to deleting number seven?

**Female Speaker:** Yeah.

**Female Speaker:** I think it should be part of the individual survey, and for five and six I felt.

(Talking at the same time)

**Male Speaker:** One a the a time --

**Female Speaker:** I think --

**Male Speaker:** I agree we should eliminate three. This is Terry.

**Female Speaker:** We can assume whether they are comfortable or not or raise a concern.

**Female Speaker:** This is Jaime, I think three and six or so subjective that only an individual can answer that, because I agree with three and getting rid of six.

**Male Speaker:** Thanks Victor, I agree that the providers -- number three you're asking the wrong people this is one of many questions that we are taking out and have already taken out -- hopefully DDDS will include it in the self-assessment.

**Female Speaker:** So are we in agreement that we are deleting number three, anyone oppose to that?

**Male Speaker:** With the recommendation that it goes into the individual survey.

**Female Speaker:** It's on the transcript.

**Female Speaker:** Exactly.

**Male Speaker:** Eddy can you make a note of that.

**Female Speaker:** I'm sorry I was.

**Male Speaker:** Number three should go into an individual assessment, if DDDS will do that.

**Female Speaker:** Okay.

**Male Speaker:** Can we return to your question -- about changing it to read, are restraints ever unite -- in your setting.

**Female Speaker:** What about six.

**Female Speaker:** Does anybody oppose to number eight are restraints ever use -- in your setting.

**Female Speaker:** I wanted to delete five and six -- I think it's redundant because it's asking do they know how to contact or know how to make an anonymous complaint, it's implied then they can if there's a process. And it's a strange question, I think four covers five and six so I think it's redundant, five and six are redundant.

**Male Speaker:** Can I say something, just because bill brought this up before, she was saying combine four, five, six, that's what you are doing basically, so that's what we are talking because we are getting rid of five and six and just saying number four because they are all redundant so it basically puts it all together.

**Female Speaker:** Okay so we are leaving number four as is and deleting five and six, does anybody oppose that change? Okay.

**Female Speaker:** That's what you wanted, right.

**Female Speaker:** Cool beans.

**Female Speaker:** Any other changes for page five.

**Female Speaker:** I do have a question about one, are all individuals this is Melinda south, are all individuals free from coercion as a provider asking this, this is the one I had most questions when I reviewed this with managers, what do you mean and what proof and how would I explain that --

**Male Speaker:** This is Terry, it's so vague that it's virtually.

**Female Speaker:** This is Libby, is number nine kind of --

**Female Speaker:** I think that's redundant.

**Male Speaker:** If you said are restraints and restrictive procedures under nine we would have the essence of number one included.

**Female Speaker:** Not if you are trying to -- I seen it a lot of different ways.

**Female Speaker:** I agree with Melinda, it's not clear.

**Female Speaker:** This is Jaime, I have on my note, the following coercion, I might not think it is, you know what -- I think it needs to be.

**Male Speaker:** This is Victor, I think that coercion, can be a different issue than constraint I think it would be a real concern and error.

**Male Speaker:** This is Tim, I'm trying to think of another word that's better than coercion and maybe what we can do with this question is leave it up to DDDS to define coercion, maybe they have a definition already, I don't know, I agree with you, there's no way you can answer this question unless you define that word.

**Female Speaker:** And this is Melinda, if I was going to answer even if they were being coerced, I would answer yes, I don't know what the proof of it would be, that's my concern, it's just a question out there that's an opinion.

**Female Speaker:** It's a very important question.

**Female Speaker:** It is.

**Male Speaker:** That's why, this is Kyle, it kind of consists with Tim was saying, can we leave it with a note that we think this needs to be defined by DDDS.

**Female Speaker:** That's what I put on my notes.

**Female Speaker:** If you want to add it to the individual assessment.

**Male Speaker:** This is bill it needs to be broader than restraints.

**Male Speaker:** This is Victor, I'm just looking at the definition of coercion, it's the fact that persuading somebody by using force or threat, which I think anyone would agree it's inappropriate and that's different from restraint --

**Female Speaker:** We agree there's a difference but how do you want providers to answer that, I mean would that be something more on the individual assessment.

**Male Speaker:** This is Tim just put it in the individual assessment.

**Female Speaker:** And change the header. Jaime, the header so we have to take that out the header as well.

**Male Speaker:** This is Kyle, again, I think for the time being, we leave it in we ask DDDS it needs to be clarified, the providers have a concern how to answer this and another consideration is the individual assessment, I would leave it in here for now.

**Female Speaker:** I agree.

**Male Speaker:** I'm okay.

**Male Speaker:** I'm ready.

**Female Speaker:** So what I'll do is leave the question.

(Person Coughing)

**Female Speaker:** Put this next to it so it doesn't get lost.

**Male Speaker:** It put after coerce parenthetically -- it sounded like a brief definition that would eliminate the need to cross reference.

**Female Speaker:** Half the definition Victor.

**Male Speaker:** Tell them the good one.

**Male Speaker:** Persuading someone to -- do something by either force or threat. Use of force threats, et cetera.

**Female Speaker:** This is Lisa that's fine.

**Male Speaker:** And that's another thing -- maybe put it in a little note to DDDS.

(Talking at the same time)

**Female Speaker:** All right.

**Male Speaker:** Are we moving on.

**Female Speaker:** Yeah.

**Male Speaker:** So number nine, this is Terry, I think I would highly recommend,

restraint and constricted procedures are used, I think everyone is familiar with that term.

**Female Speaker:** Are we combining eight and nine -- so Terry --

(Inaudible)

**Female Speaker:** This is Melinda south, I agree with that and it has to do with coercion, and proving that piece.

**Male Speaker:** I would agree with that.

**Female Speaker:** Okay so does anybody oppose that change? All right so well make that change to number nine, any other changes for page five? All right moving onto page six.

**Female Speaker:** This is Lisa, I think number three is already set --

(Inaudible)

**Male Speaker:** This is Kyle, I think so it should be consistent if you look at lawyer ray's recommendation, combine them, right?

**Female Speaker:** Yeah.

**Female Speaker:** A choice in positioning furniture and -- household item, reflect the individual's personal preferences and --

**Male Speaker:** This is Tim, I think that's excellent.

**Female Speaker:** We wanted to combine two, three, four, and five into one question.

**Male Speaker:** Did you get that Victor?

**Male Speaker:** I think you want to combine a few of those questions the first question didn't read right.

(Inaudible)

**Male Speaker:** Did you hear, Victor, the wording for the to combine the question?

**Male Speaker:** No could you state it please.

**Female Speaker:** Yeah. Does the choice in positioning or does the choice in positioning of furniture and decorations of household and personal items, reflect the individual's personal preferences and interest.

**Female Speaker:** So that's combining two, three, five on page six does anybody oppose that or have other suggestions.

**Male Speaker:** Combine three and four this is bill.

**Female Speaker:** We are combining two, three, four and five, we are combining more.

**Female Speaker:** --

(Inaudible)

**Male Speaker:** That would be --

**Female Speaker:** I had I have the document thank you. All right so does anybody oppose that combine two, three, five, does the choice of the -- household or personal -- all right so we are making that change.

**Female Speaker:** Deleting six because it's redundant with 13.

**Female Speaker:** And I felt 13 was already asked on page four.

**Female Speaker:** Which question.

**Female Speaker:** Thirteen, page four, I'm sorry -- you mean what question.

**Female Speaker:** Yeah.

**Male Speaker:** This is Victor, six, do individual's schedule varies as needed --

**Female Speaker:** Isn't that kind of 13.

**Male Speaker:** We are saying that's the same as 13 so to delete six.

**Male Speaker:** Yes I think that's fine.

**Female Speaker:** Victor repeat yours again.

**Male Speaker:** I'm sorry.

**Female Speaker:** Repeat what you just suggested.

**Male Speaker:** Somebody suggested -- I believe --

**Female Speaker:** All right the suggestion is delete number six and leave 13 as is.

Does anybody oppose that change? Okay so we are deleting six and leaving 13 as is.

**Female Speaker:** This is Melinda south, can we add seven to 13 as well?

**Female Speaker:** Seven, ten, and 12.

**Male Speaker:** What's the suggestion?

**Female Speaker:** The next suggestion was to combine seven, ten, and 12, they have to do with meals and eating, can all individuals have their meals at the time and place of their choosing, including --

(Inaudible)

**Female Speaker:** So the suggestion is to combine seven, ten, 12 -- does anybody oppose?

**Male Speaker:** Would dying work at the end?

**Female Speaker:** Any other changes to page six?

(Person Coughing)

**Female Speaker:** I actually had a note for 14, it's the same as page nine.

**Male Speaker:** Page nine number four.

**Male Speaker:** The word transportation --

(Talking at the same time)

**Female Speaker:** Yeah I think number nine and number three --

(Inaudible)

**Female Speaker:** That's what it was --

(Talking at the same time)

**Female Speaker:** Page nine. Do all individuals have the freedom to come and go --

**Male Speaker:** Right.

**Female Speaker:** Which one do you want to get rid of?

**Female Speaker:** Fourteen, so delete 14 on page six.

**Female Speaker:** I agree, anybody oppose that? Recommending deleting page -- we are.

(Laughing)

(Talking at the same time)

**Female Speaker:** Page six number 14, delete? Anybody oppose? Because it's already on another page, moving onto page seven.

**Male Speaker:** This is Victor -- are all individuals --

(Inaudible)

**Male Speaker:** And also 17, are all individuals allowed to --

(Inaudible)

**Female Speaker:** Got it.

**Male Speaker:** And 22, modification for asses should be assessment.

**Male Speaker:** This is relatively mine, this is Terry, I was go I think to suggest that it is moved to after requirements.

(Person Coughing)

**Male Speaker:** Modification of the setting are made for all, any individuals are they supported blah blah blah.

**Female Speaker:** Okay.

**Female Speaker:** So number 22 if modifications of the setting requirements are made

for any individual are they supported by an assessment and justified in a person centered plan.

**Male Speaker:** This is Kyle, on 25 just a typo, first line, includes should be include.

**Male Speaker:** I was thinking that too --

**Female Speaker:** Do all plans include a description.

**Female Speaker:** This is Lisa --

(Inaudible)

**Female Speaker:** Please keep in mind that the -- don't make the plans.

**Male Speaker:** Is that what they are referring to there? It is a person centered plan, right?

**Female Speaker:** This is Kimberly, I apologize, I can I missed part of the conversation yesterday, isn't the department responsible for the person centered plan and not the providers, so I'm just confused why we are asking the providers directly about the plan.

**Male Speaker:** This is Terry, I think the team should have input on the plan.

**Female Speaker:** This is Lisa, Kimberly, I just mentioned that, yes.

**Male Speaker:** This is Tim so your suggestion is to delete number five.

**Female Speaker:** I'm not saying delete it, but I don't know -- we're not --

**Male Speaker:** This is Terry again, I can more accurately, perhaps I'm reaching a little bit, person center plan should be developed by the team not an individual case manager --

**Female Speaker:** Facilitating -- the state case managers are the facilitators -- unless the individual is.

**Female Speaker:** This is Eddy, the individual should be the facilitator.

**Female Speaker:** Right.

**Female Speaker:** With the case manager assisting.

**Female Speaker:** It doesn't make sense to have these types of questions in this assessment to ask the providers when they're not responsible for the plans.

**Female Speaker:** This is Eddy, I don't think they are responsible for creating the plans, but they will be a participant in creating it with the individual, but they will be responsible to certain parts of the planning is carry out.

**Female Speaker:** This is Lisa, that's correct. Is this included in the plan?

**Female Speaker:** If it's not they will say no.

**Female Speaker:** This is Eddy, I don't think it would be a -- if it's not included it will be a red flag if it's not included and it should be included.

**Male Speaker:** This is Terry, I will just make a statement for the record that I believe the case managers should have a structured set of issues they should be going through within the team meeting and documenting appropriately to appropriately address the kind of things included in this assessment that's just a suggestion.

**Female Speaker:** That is the process, this is Eddy.

**Female Speaker:** So I believe we are saying leave the questions as we already discuss the, any other changes to page seven.

**Male Speaker:** Twenty-three makes no sense to me.

(Person Coughing)

**Female Speaker:** So this is Kimberly, I'm still confused --

**Male Speaker:** This is Tim, the provider is responsible for parts of that plan, their ax items in over plan and some of the action items are going to include the provider, that's where the provider get involved.

**Female Speaker:** Did you hear what Eddy just explained? I don't know if you want to

mention it again, if there's a red flag it's not necessarily against the provider.

**Female Speaker:** If it's a question and it's missing, it's not necessarily a ding for the provider if they have to answer no, it's a red flag to say this needs to be included.

**Male Speaker:** Kim did you hear that?

**Female Speaker:** Yeah, I don't -- it's fine, I don't want to delay it, I still don't understand, I understand the provider should be at the table but so if they say you know, how are they, how does the provider know the answer to all of these questions I guess?

**Female Speaker:** The provider is not in charge, for example number 20, they are not responsible for offering the individuals -- how do they know whether or not that was offered because the providers -- the case manager and are the individual.

**Female Speaker:** This is Eddy, the provider, since the provider is asking the question, the provider would be at that meeting asking would be able to say whether that was done or not and they would ensure that was done.

**Male Speaker:** This is Tim, so I kind of agree, I'm not sure high that question is here.

**Female Speaker:** If it's not helping determine whether or not the provider is in compliance with the CMS rule, I don't understand the purpose.

**Male Speaker:** This is Terry, I think unfortunately, we have become accustomed in being held accountable comfortable correct me in I'm wrong, it had been ritenuto receive citations that have been passed down to the case manager expires the nurse to whom they apply, is that still the practice.

**Female Speaker:** Yes.

**Male Speaker:** So that's some what of the solution for this, the case manager or nurse or whoever will be held can be the I for correcting that deficiency.

**Female Speaker:** This is Eddy, if the individual would you say not asked to leave the meeting, if the provider knew that, that would be able to say that the individual needs to lead the meeting to me it's just the check and balance.

**Male Speaker:** And I'm guessing what 23 and 14 are addressing and I have a suggestion before I'm guessing you are getting at let me just read this, does documentation, less intrusive and interventions were used prior to many restrictive procedures being implemented through person centered plan. Because -- the procedure my estimation should be in the person centered plan or shouldn't be used. And I think positive, discount deal with less intrusive because there are both.

**Female Speaker:** Again, is it relevant for the providers to be.

**Male Speaker:** In my experience yes.

**Female Speaker:** This is --

(Inaudible)

(Talking at the same time)

**Female Speaker:** If -- some reason -- more restrictive, they are basically asking, if you try this less intrusive means --

**Male Speaker:** This is an example is if somebody is shown to give away, lose or irresponsibility handle the money, a less intrusive procedure other than someone else hand the money is education and training for the person on how to manage their money. There's usually a continuum of those kinds of things prior to a restrictive procedure, so Terry, you recommend a suggestive combination of this cans does.

**Male Speaker:** Does documentation note a positive and less intrusive -- used prior to any restrictive restrictive procedures being implemented for the person center the plan.

**Female Speaker:** Yes. This is Melinda south, that's much clearer.

**Female Speaker:** Okay. Does documentation suggested to combine 23 and 24 on page seven, does documentation note that -- interventions and supports were used prior to any restricted procedures being implemented per the person centered plan. Does anybody have any comments on that? Anybody oppose that change, okay we are going to combine 23 and 24 into what I just read. Anything else on page seven?

**Male Speaker:** Twenty-five, the condition makes no sense to me, I think what it might be referring to is description of the restrictive procedure.

**Female Speaker:** But I guess the idea is if you have a restriction in place, it should be proportional to the issue you are addressing and you should be documenting the effective time requirements and --

**Female Speaker:** So suggesting is draw plans include a prescription of the restrictive procedure that is directly proportional.

**Male Speaker:** Or restriction -- whatever people are more comfortable with.

**Female Speaker:** Restriction.

**Female Speaker:** Restriction --

**Female Speaker:** Any restriction?

**Female Speaker:** Yeah, this is Melinda south, if there's a restriction place, it's a behavior add on so if there are restrictions we don't put them on the person we have to get a behavioral analyst that writes a plan and that person takes the plan through state which it is approved so we as providers are not at liberty to apply any of this that's suggested in that question.

**Male Speaker:** This is Terry, so now to the case manager, it would be a citation that would be based on, this statement is trying to address a best practice when using restrictive procedures, I think it has merit, even if it's a little clumsily stated.

**Female Speaker:** Does anybody oppose to leave it in -- directly proportional anybody oppose that change?

**Male Speaker:** Any restrictions.

**Female Speaker:** Any restrictions.

**Female Speaker:** Any restrictions?

**Female Speaker:** This is Melinda I wanted to say that we as providers don't have control over that plan. And this is Melinda south one of the things I wanted to say about the E L P while we're not, we have the person support the person to complete their goals so we do have documentation on that -- so maybe something more designed does the provider support the person to achieve their goals as designed in the person centered plan would be more appropriate than any of those other question this.

**Male Speaker:** I like that question, it's like the restrictive -- and best practices, I understand what you are saying.

**Female Speaker:** I agree. The providers support all individuals to achieve the goals outlined in the E L P?

**Female Speaker:** So the suggestion is to adds the following question, does the providers support all individuals to achieve their goals as outlined in their individual person centered plan?

**Female Speaker:** Works for me.

**Female Speaker:** Does anybody oppose that change? If not we are moving onto page eight.

**Male Speaker:** On page eight, individuals -- using the apostrophe after the S.

**Female Speaker:** What number?

**Male Speaker:** Number four.

**Female Speaker:** Okay.

**Female Speaker:** I was suggesting deleting one --

**Female Speaker:** Then to combine --

(Talking at the same time)

**Female Speaker:** I feel better asking the individual if staff asks -- information.

**Female Speaker:** Page eight number one, number one Laura is suggesting to delete number one.

**Female Speaker:** And put it in the individual survey.

**Male Speaker:** This is Kyle, is there harm asking provider this question.

**Female Speaker:** No harm other than it's such a long document.

**Female Speaker:** There's a question -- I think it's more important to ask the person.

**Male Speaker:** I agree.

**Male Speaker:** I do too.

**Male Speaker:** This is Victor, I like the idea of --

(Inaudible)

**Female Speaker:** Let's take a vote, raise your hand if you would like to leave number one as is in the assessment. Victor, you want to leave that in?

**Male Speaker:** My hand is up.

**Female Speaker:** Delete, raise your hand if you would like to delete number one, eight, so we are going to delete number one and the comments in the transcript to include that in an individual assessment.

**Female Speaker:** Yeah.

**Female Speaker:** All individuals are aware of -- accessed information by other service providers that can assist them.

**Female Speaker:** I like that. Okay.

**Male Speaker:** I was going to say --

**Female Speaker:** Okay. So the suggestion is to revise or combine number two and three to all individuals aware on how to make a service request -- by other service providers that can't assist them, anybody apposed to making that change? Okay. Anything else on page eight?

**Male Speaker:** This is Terry, number five seems so unnecessary. I think it's a waste of time.

**Female Speaker:** So you're suggesting delete number five.

**Male Speaker:** I'm suggesting to delete number five.

**Female Speaker:** This is Melinda, I agree. I think they will have trouble figuring out what that question means.

**Female Speaker:** Can we take that into a vote. Leave number five as is, raise your hand.

(Raising hand)

**Female Speaker:** Are we leaving five in or deleting number five.

**Female Speaker:** -- we are taking a vote do you want to leave it in or delete it so that's five to leave it in -- to delete, Kimberly did you have a vote?

**Male Speaker:** This is Victor, why are we voting on this today we did it Liassic.

**Female Speaker:** It's a different question Victor.

**Male Speaker:** Last week it was a set of different questions, maybe it's some what similar if you looked at it, in essence it's different and.

**Female Speaker:** And because we are doing a final review, so there's several we are going back through. So number five, based on the vote we are deleting. Anything

else on page eight --

**Male Speaker:** Number seven doesn't make any sense to me.

**Female Speaker:** Sorry sorry.

**Female Speaker:** Anything else on page eight. If not moving onto page nine. I thought we can combine G and H headers together. Access the greater community and community -- instead of making them two different sections. I don't know do you want to go through them both and decide at the end if you think they merge or not.

**Male Speaker:** Access to a greater community life.

**Female Speaker:** You know what I mean.

**Female Speaker:** Does anybody oppose that change.

**Female Speaker:** Access to the greater --

**Male Speaker:** I'm sorry --

**Female Speaker:** We're combining G and H questions under access to the greater community and community life.

**Male Speaker:** I'm sorry I'm still confused.

**Female Speaker:** She wants to combine these two in the heading.

**Female Speaker:** They are separate, transportation, one is individual activities. They are different.

**Male Speaker:** Same question either way it doesn't matter.

**Male Speaker:** Right.

(Laughing)

**Female Speaker:** Let's talk about the questions on page nine.

**Female Speaker:** I suggest combining one and two.

**Male Speaker:** One and three --

**Female Speaker:** --

(Inaudible)

**Male Speaker:** Yeah.

**Male Speaker:** Can you repeat what you are proposing.

**Female Speaker:** Yeah. Combining one and three. Do all individuals in the setting have access to ready and practical public transportation, with schedules and telephone numbers with such transportation posted or available in a convenient location.

**Male Speaker:** I think --

(Inaudible)

(Talking at the same time)

**Female Speaker:** Access --

**Female Speaker:** Ready access.

**Male Speaker:** Can you read it one more time please?

**Female Speaker:** Do all individuals in the setting have ready access to functional public transportation schedules and telephone numbers for transportation posted and available in a convenient location?

**Male Speaker:** Functional transportation is that right?

**Female Speaker:** Yeah.

**Male Speaker:** What does that mean.

**Female Speaker:** I don't know.

**Male Speaker:** It works.

**Male Speaker:** Functional transportation can be interpreted as gas in a motor -- I don't think --

**Female Speaker:** Maybe we don't need to have an adjective at all.

**Female Speaker:** So does anybody oppose combining one and three -- does anybody oppose that change? Okay next.

**Female Speaker:** I thought about deleting four deleting number two because it's redundant to number four.

**Female Speaker:** Suggestion is to delete number two because it's redundant with number four does anybody oppose that change.

**Male Speaker:** Could you say are other accessible resources maybe it doesn't matter, just trying to.

**Female Speaker:** I can see that.

**Male Speaker:** Just add accessible before.

**Female Speaker:** So we're deleting number two, does anybody oppose? And we're modifying number four to public transportation is limited or other accessible resources provided by the provider et cetera --

(Person Coughing)

**Female Speaker:** Any other changes to page nine? Before we leave page nine with recombining the questions or leaving as is.

**Male Speaker:** Leave as is. My suggestion.

**Female Speaker:** Raise your hand if you would like to leave as is, 11, so we are going to leave the headings for G and H as is. On page ten --

**Male Speaker:** Number two at the very top, do all individuals --

(Inaudible)

**Female Speaker:** Got it.

**Female Speaker:** Anything else on page ten?

(Talking at the same time)

**Male Speaker:** Combine one and two.

**Female Speaker:** Combine the two.

**Male Speaker:** That's good.

**Female Speaker:** So the suggestion is to combine number one and two -- were all individuals given the choice of available options on where to live and have the opportunity to visit other settings, anybody oppose that?

**Male Speaker:** Living somewhere, visiting somewhere those are certainly two different things.

**Female Speaker:** This is Melinda south, I agree and that's why when we do it for people it's not just one visit, it's -- residential they come for dinner, outings, then they come for the over night, weekends, it's a long process.

**Female Speaker:** I think these two questions are -- a range of options.

**Female Speaker:** So are you okay with that as written, Victor?

**Male Speaker:** Leave it as is.

**Female Speaker:** So the vote is leave those number one and two questions as is or combined as Laura suggested, if you would like to leave as is, raise your hand, Victor your hand is raised.

**Male Speaker:** It is.

**Female Speaker:** If you would like to use Laura's suggestion, raise your hand.

**Female Speaker:** Nine people say to combine, so we are going to go with Laura's suggestion, combine. Any other changes to page nine, ten, I'm sorry. Okay. Moving onto page 11.

**Male Speaker:** This is Victor again, under K number two I would suggest e placing it with the setting from of obstruction -- hall ways et cetera -- that could limit any

individual's mobility.

**Male Speaker:** This is Terry, I would add more safety in the setting. And I guess in the setting is optional.

**Male Speaker:** Limit any individual's mobility and.

**Male Speaker:** Or safety --

**Female Speaker:** For this one I don't think everything is free of stuff, so I was thinking we use that same starting for number three, for number two, those individuals who need support to move about the setting as they choose is the setting free of obstruction such as steps, blah blah blah, limit the -- limit any individual's movement -- safety.

**Male Speaker:** Say that again.

**Female Speaker:** The question I had, question number two as written, is the setting free of obstruction such as steps and there are --

(Talking at the same time)

**Male Speaker:** I guess yeah, the idea is that steps are going to be a obstacle for full accessibility.

**Male Speaker:** This is Kyle, I think that the heading is physical accessible setting so that's why it's worded --

(Person Coughing)

**Male Speaker:** Physical accessibility.

**Female Speaker:** And number eight says if the setting has steps will the individual be able to use them.

**Female Speaker:** I have radical approach to this section, I wanted to combine three, 46, and delete five, eight, nine, ten, I think a bunch of these questions are redundant, I guess -- but to combine three, four, six, which is for those individuals who need support

to move around and live in the setting, needs support.

(Person Coughing)

**Female Speaker:** Or accessible features ramps for wheelchairs, accessible appliances, furniture and accessible emergency exits.

**Male Speaker:** On that question can we say such as can we say including but not limited to?

**Female Speaker:** Yeah.

**Male Speaker:** Can I ask a question if we are deleting five, eight, nine -- what about.

**Female Speaker:** Okay so Laura is suggesting combining three, four, six.

**Female Speaker:** Yes.

**Female Speaker:** To what she has written here, those individuals that need support to move about in a setting are accessible provided including not limited to, ramps wheelchairs, access able emergency exits -- does anybody oppose that change? Then well go ahead and make that change for three, four, and six.

**Male Speaker:** Actually I will let Laura go ahead and do her next suggestion.

**Female Speaker:** I wanted to delete five because that's covered by questions two and three.

**Male Speaker:** Let me go ahead and ask --

**Female Speaker:** Modify three -- that's going to be three.

**Male Speaker:** And I'm not positive, environmental adaptations.

**Female Speaker:** Adaptations sorry, is isn't that a little bit different than physical accessibility that we're talking?

**Female Speaker:** It means specific for the individual the individual's environment as apposed to --

**Male Speaker:** I'm just thinking enviromental, I don't know the exact answer to my own question, it's a little bit different than the physical accessibility aspect.

**Female Speaker:** It is.

**Male Speaker:** So. We can leave it.

**Female Speaker:** This could be someone individually --

(Inaudible)

**Female Speaker:** The individual environment --

(Inaudible)

(Talking at the same time)

**Female Speaker:** Eight, nine, ten are asking the same question.

**Female Speaker:** Before we leave we are all in agreement that we are leaving this --

(Laughing)

**Female Speaker:** So Laura is suggesting that we delete eight, nine, ten they are redundant with two and three.

(Person Coughing)

**Female Speaker:** This is Denise, does anyone that would have -- also uses a wheelchair have a choice on where they go to work.

(Person Coughing) most of them have steps -- --

**Female Speaker:** Is the setting free of steps we are already asking.

**Female Speaker:** If someone is living -- and wanted to move into a group home and they used a wheelchair, what options will they have if most of the places.

**Male Speaker:** This is Terry, the answer is too few, and --

(Person Coughing)

(Person Coughing)

**Male Speaker:** I agree completely with your point.

(Talking at the same time)

**Female Speaker:** Say if I was Mary Campbell and I had D D and -- physical disability and I wanted to -- so you are not really letting me live where I choose.

**Male Speaker:** This is Tim, that's a DDDS problem, not a provider problem.

**Female Speaker:** I mean okay but.

**Male Speaker:** It is a problem.

**Male Speaker:** But we are working on a self-assessment for providers, that's a great question, but it belongs over here not down at that the end of the table. Is there a question that could be included if to address that? I mean, it's an issue we all agree.

**Female Speaker:** Okay can I ask you something? I will be nice I promise is there an appeal process? Like if somebody says I want to live in Dover, I want an accessible house there, is there an appeal process that an individual can appeal to DDDS saying it's not accessible.

**Female Speaker:** This is Melinda South, I think we covered that with our providers, giving a choice.

**Female Speaker:** There's a --

**Female Speaker:** Where they do give that choice there's a process for that including putting in there that it needs to be accessible.

**Female Speaker:** I think, this is Eddy is I think what Jaime is asking --

**Female Speaker:** We may have some houses where even if we wanted to accept you, we could not make it accessible, the hall ways are narrow.

**Female Speaker:** That's what I'm asking, can a person appeal that decision.

**Male Speaker:** This is Terry, I think the issue is addressed within the new CMS

standards all new settings are supposed to be fully accessible, think we need to make sure that's strictly adhered to and there were exceptions made, 70% or more non-accessible.

**Female Speaker:** I would like to add as an aside -- group homes have stair and added wheelchairs and completely renovated the second floor -- made them completely two stories people would have had to leave the home.

(Talking at the same time)

**Female Speaker:** Okay we are running low on time, we are talking eight, nine, ten and delete being them, can we take a vote, raise your hand if you want to leave them in as is. Please raise your hand.

**Female Speaker:** This is Kathy, I have another option, I want to leave nine in.

(Talking at the same time)

**Female Speaker:** This is Eddy I wanted to state to Jaime that I'm going to look into if there's a process and get back to you personally. Okay, if they -- the adult agree with it you can appeal it.

**Male Speaker:** If you could can you circulate it to the group, there's an interest to all of us.

**Female Speaker:** DDDS uses a policy that they don't approve settings that isn't accessible.

**Female Speaker:** that's all DDDS issue.

**Female Speaker:** If like, if the person can appeal T that's going to force for lack of a better word for them to make --

**Female Speaker:** For funding accessible housing would solve the problem.

**Female Speaker:** You being sued will solve the problem.

(Laughing)

**Female Speaker:** Can we get back to the assessment, we are take ago vote for it to be deleted, eight, nine, ten, okay ten, people, we are going to delete eight, nine, ten, 13 going back up to the page number 11, I would like to modify the DDDS close proximity as defined by federal guidelines and state law it's DDDS to define close proximity.

**Male Speaker:** And to define close proximity --

**Female Speaker:** Federal guidelines and state law.

**Male Speaker:** Consistent with federal guidelines and state law.

**Female Speaker:** Yes.

**Male Speaker:** Federal and state law.

**Female Speaker:** DDDS policy is going to follow federal state law.

**Male Speaker:** Okay.

**Female Speaker:** And page 11. Close proximity is as defined, consistent with federal and state law. All right. Moving onto quickly, Eddy has quite a few other it is follow up on -- this has to do with the look behind process, I don't know if you have any details to share at this time.

**Female Speaker:** No updates from that.

**Female Speaker:** You asked me -- DDDS -- as follow up to this group when it's submitted, DDDS team will review the document and will make any changes or modifications or recommendations to any of the things you said, it will submit it to D measuring MMA and look behind process is still in the planning process with O Q I so that's not finalized yet, this group will be notified when it is. And they are also doing the, they are going to look at creating the individual assessment questions and looking at the core indicators for that and as well with the suggestions that you had if they are

not part of that. The implementation to the assessment of training is a training session will be created and provided to the providers as to how to do the assessment and how to implement it and then it will also have time lines for completions.

**Male Speaker:** Throughout --

**Female Speaker:** Time line for completion for the trainings as well as for providers to complete the assessment and getting the result back.

**Female Speaker:** If you can share that with me.

**Female Speaker:** Tim did you have anything to say before we wrap up the meeting.

**Male Speaker:** No, just a huge thank you to you.

(Clapping).

**Female Speaker:** Thank you.

**Male Speaker:** Not Jaime but Bill. You have done in my mind, you guys have done a terrific job of keeping us on task despite us.

**Female Speaker:** One they think I forgot to mention, when I can do is make the updates that I discussed today and send the documents back out, we have two days, if I have something wrong let me know right away, then I can submit it.

**Female Speaker:** You can send it to me.

**Female Speaker:** I will send it to everybody as the final draft, so I will send out the revised draft and if you can get back to me, a couple days after in a, I will send an e-mail, and then I will do the final and send it out.

**Male Speaker:** Sounds good.

**Female Speaker:** On behalf of DDDS thank you you.

**Female Speaker:** I would like to thank you --

(Inaudible)

**Female Speaker:** Kimberly and Victor --